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ABSTRACT

Twelve compensatory education programs that service elementary and secondary school students in California are described in this report. The programs operate in districts that are eligible for Elementary and Secondary Education Act Title I funds. Each brief description includes background information, a discussion of program components, and the names and addresses of contact persons. (HK)

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June, 1980

ESEA, Title I reallocation funds are ESEA, Title I monies which were initially allocated to school districts for youngsters with special academic and economic needs which were not spent. Such funds are returned to the Department of Education for reallocation to eligible districts for approved projects.

Reallocation projects are designed to provide assistance in answering questions regarding compensatory education which have not been dealt with through the regular program. Therefore, the projects are oriented to finding answers and developing materials needed by persons who are interested in ESEA, Title I programs.

The questions which reallocation projects are concerned with are based to some extent on the concern of the parents of children in ESEA, Title I projects. For instance, many parents have asked the following questions: "How can we develop a qualitatively different program for those students who fail to benefit from the ongoing regular instructional program? Does tutoring really make a difference? What real impact do parent advisory committees have on the achievement of Title I students? and If Title I funds can follow youngsters in an integration program where there is no attendance area, then why should continuation high schools be excluded from participating in Title I programs solely because they do not have an attendance area?" The answers to these and other questions are being sought by the projects described in this brochure.

Sincerely,

Charlie M. Knight

Charlie M. Knight
Associate Superintendent for
Curriculum and Support Services

ED021624

PREFACE

The projects described in this brochure are examples of the group of innovative activities which have been funded by reallocated ESEA, Title I funding to address the educational needs of ESEA, Title I students. For any answers to technical questions or for additional information, please contact:

Ms. Yvonne Strozier,
Coordinator for ESEA, Title I Reallocation Projects
California State Department of Education
Curriculum and Support Services
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Sacramento, CA 95814

Phone: 916-322-0498

ACKNOWLEDGMENTS

The following individuals deserve special recognition for their roles in the ESEA, Title I reallocation funding process:

Thanks to Dr. Charlie M. Knight, Associate Superintendent, Curriculum and Support Services, California State Department of Education for her visionary approach to creatively and effectively addressing the total needs of California's disadvantaged youth.

Thanks to Ms. Yvonne Strozier, Coordinator in charge of the ESEA, Title I Reallocation Projects, California State Department of Education, for her leadership, concern, and competence in the implementation of the projects throughout the state.

Thanks to all of the school district personnel, mentioned within this brochure, who participated in the reallocation grants, thereby significantly contributing to the improved education of our youth.

Thanks to Vicki Robinson and Rick Buonaccorsi of the Monterey Peninsula Unified School District for all of their work in compiling and editing the information required for the publication of this brochure. The cover logo and title were also their creation.

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PROFILE OF A SCHOOL IN PURSUIT OF EXCELLENCE

Willowbrook Junior High School
Compton Unified School District

Dr. Lawrence C. Freeman, Principal
Dr. Bettye A. Davis, Director-Special Projects
Mrs. Lucille Brooks, Project Manager
Ms. Saundra Henderson, Tutorial Coordinator

Compton Unified School District has 8,000 junior high school students in the district, and approximately 1,438 of these students are in attendance at a most unique school—Willowbrook Junior High School. With the exception of 100 Hispanics and six Samoans, the school population is predominantly Black, with 98 percent Black staff. Twenty-six percent of the Willowbrook students are receiving Aid to Dependent Children (AFDC), but all of the children qualify and receive free lunch.

Willowbrook celebrates a tranquil golden anniversary this year. The school has undergone many changes in 50 years, but probably none so cataclysmic as in 1974 when physical, psychological, and moral deterioration steadily gnawed the educational fiber of the system. The school wracked by violence and vandalism was under student seige between 1969 and 1974. Students and teachers alike brought weapons to school; every campus wall was abound with expletives; outsiders established a marijuana haven on the school grounds; students and staff attendance ran 50 percent on a daily basis; and a tide of "anti-ism" swept the school site. Students were anti-teacher, anti-self, anti-other students, and anti-education. Teachers were anti-administration, anti-student, anti-colleagues. Further, in 1971 ESEA, Title I funds were removed from the school because students made no academic growth. By 1974, it was recommended that Willowbrook Junior High School be closed, and faculty agreed. However, this was not to be, Willowbrook standing on the tides of change was destined for its 50th anniversary.

A new principal, Dr. Lawrence C. Freeman, assigned to Willowbrook provided the necessary leadership that was to restore the educational resurgence. Dr. Freeman picked up the gauntlet and Willowbrook Junior High School began its metamorphosis.

Student Tutor in Reading

Component Details and Results

Much of Willowbrook's academic gains can be attributed to Dr. Freeman's recognition that when a problem exists, a solution must be attempted. His openness to new ideas and strategies led him to propose a multi-leveled program designed (1) to up-grade student self-esteem and academic acuity through personalized learning and achievement, (2) to promote a partnership between parent and child in the learning process, and (3) to enhance family life through parent education. The program consists of three components:

- Educational Encounters of the Third Kind (an education camp experience)
- Parents as Teaching Partners
- Parent Education

Summer Camp Rap-Up

Component Design Level I (camp Experience)

A select number (100) seventh, eighth, and ninth grade students will spend three weeks at a camp where they will receive special training as tutors in reading, communication, and math skills. These students will be exposed to a structured program that deals with improving "self" in order to help others. In this proposal we are considering student performance in its broad context, that is, cognitive and affective. The focus at camp will be to up-grade and enhance student attributes through acquired and reinforced skill levels in the academic and affective realms. Students will be recognized for their accomplishment and rewarded physically and psychologically. Those students successfully participating in the camp experience will be provided tutorial jobs in the coming school year—again, using a successful educational concept, peer tutoring, in our pursuit of excellence.

Component Design Level I Results

The camp experience initially elicited an insecure fear, for many had never ventured beyond

Compton's city limits. This provided an atmosphere of challenge in order to broaden the student's self concept through environmental exposure, self examination and skill attainment. School was taken to the mountains many miles away from home. Basic skill classes were held daily as well as rap sessions that coerced introspection. The openness of our approach lead every student to discover their good attributes as well as their bad ones. Listing their academic strengths and weaknesses gave access to pairing students according to their need areas and thus provided our initiation of developing peer tutors. Currently, our school in its entirety is operating a successful tutorial program with the aid of 68 peer tutors as a result of our camp experience.

Parent as teaching partner

Component Design Level II
(Parents as Teaching Partners)

This program consists of a series of approximately five meetings on alternate weeks. The goals are to make parents comfortable in school, give them a sense of the potential importance in the roles they can play with their children and provide them specific materials and ideas for helping their children read at home. Initially, parents will be put into the shoes of their children; first learning to read through a Primer for Parents. Books written at their children's reading level will be given to parents, and parents will be asked to help their children for 10 minutes at night. Attention will be directed towards ways of being positive and encouraging when interacting with their children.

Component Design Level II Results

As a result of our meetings, training sessions and role playing their child's educational inadequacies, teachers have noted that about three-fourths of the children have shown improvement in reading skills, attitude, self-confidence and self-image. Children have been tested at both the beginning and end of the program. In a few cases, more than an entire grade level of growth has been shown; in a few others no gain has been reflected. The majority of children definitely showed more gain than would ordinarily be expected in a two-month interval. Since only about a third of our target parents came to meeting, we have resorted to other means of reaching the other parents. If parents cannot conveniently come to school, we hope to arrange the time to visit them at home and bring materials to them. Also, a manual has been developed.

Component Design Level III
(Parent Education)

Willowbrook proposes a series of education activities based on needs and requests of parents. A parent center will be established and supplied with materials on nutrition, health information, and materials that are relevant to the physical and psychological well being of the family. In addition, materials and activities on ethnic history will be displayed, as well as highlights of the school program.

Component Design Level III Results

Workshops were well received in attendance and attitude by both parents and teachers. The following major workshops were held: stress seminars * The importance of immunizations * Angel Dust Achievement Scores and how it affects your child * Black History Maintaining Parent-School Rapport * Chicano Culture * Hypertension Sickle Cell Anemia

Visitation Information:
Willowbrook Junior High School
2601 North Wilmington
Compton, California 90222

Dr. Lawrence Freeman, Principal

HELP YOURSELF HOME-SCHOOL PROGRAM

Modesto City Schools

Project Director: David F. Cooper
Project Secretary: Janice Wagner
Coordinating Clerks: Mary Krick, Sandi Hardenbrook, Wanda Matthews

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The purpose of this project is to increase the number of children in grades 1-8 who achieve the Modesto City Schools minimum competency standards as developed for every grade level by the professional staff. The number of students who fail to achieve the minimum competencies and are retained at their present level will be reduced because of the availability of the alternative program of remediation.

COMPONENT DETAILS

The Basic Skills Program K-8:

The Modesto City Schools have a Basic Skills Program in grades kindergarten through eighth. The Basic Skills Program sets the minimum competencies (skills) in math, reading, and writing which students are expected to know at each grade level. If students learn these skills then we can expect they will be able to work successfully at the next grade level.

Students are tested on the skills twice during the school year — once at mid-year and again near the end of the school year. If a student passes the first test, he will not have to take the second test.

If a student is well below the necessary skill level, he will be required to repeat his present grade. If the student is only slightly below the required skill level, he will be promoted to the next grade level and enrolled in the "Help Yourself" Home School Program.

Why "Help Yourself" K-8?

The Help Yourself program will provide daily assistance to students who have failed to meet the minimum requirements of the Basic Skills Program in grades Kindergarten through eighth.

It is a carefully organized and supervised homework program tied to each student's specific problems in reading, writing, and math.

The assignments are done at home because the student needs extra time and work on certain skills.

These skills will, of course, continue to be taught during the school day.

The goal of the program is to help all students learn the basic skills of reading, writing, and math required for successful progress from one grade level to the next.

After 8th Grade:

The Basic Skills Program leads directly into the Competency Based High School Graduation plan. If a student learns the skills in grades kindergarten through eighth, he should have no difficulty in passing the high school tests required for graduation.

Both programs provide testing every year to give information about progress to parents of those students having difficulty.

Both programs make learning the job of the school, the home, and the student.

HOW THE HELP YOURSELF PROGRAM WORKS

When a Student Fails a Competency Test:

Following the final competency testing (usually in April) at each grade level, the schools will identify those students who failed to meet the minimum expectancies.

Depending on how far below the minimum level the student scored, parents will be informed that their child will be either retained at his present grade level or promoted with the understanding that the student will work in the HYH program during the next year. Parents will be required to sign an agreement promising to provide a quiet time for homework and see that their child returns *every* homework assignment.

Students entering the Help Yourself program are given an inservice session by their teacher and a coordinating clerk.

Students enrolled in the HYH program will receive regular homework assignments which are to aid in strengthening the skills in which they are weak.

Homework packages will be placed in every school in a special place. This will be called the Help Yourself Center of the school.

A specially trained person will see to it that every student gets the homework assignment they need each day to help correct the learning problem from last year.

Each day the clerk will make up the student's assignment, place it in the student's HYH bag and have it ready for the student to take home.

The following day the clerk will collect the student's homework folder, correct the assignment, record the results, and make up the next day's homework kit.

Homework packets will be the same in all schools. The individual assignment will be paper-and-pencil work and other activities. Each assignment is important. They are arranged to take the student, step-by-step, through each skill. If the assignments are not completed and returned, the program will not work.

When a Student Scores Low on the Screening Test:

Sometime in the middle of the school year (usually January) students will be given a screening test called the California Test of Basic Skills. Students who score low on this test will also be enrolled in the Help Yourself Home School Program.

The purpose of enrolling students in the HYH program before the April competency tests is to try and strengthen students' skills between the mid-year and the final tests. The extra work students do at home with the support and help of parents should reduce the number failing the final competency tests. This would mean fewer students would have to enroll in the HYH program the following year.

What the Students Will Do:

The homework assignments can be completed in 20-30 minutes each night.

Students will pick up their Help Yourself Homework kits at the HYH Center each day.

After the work has been finished the parent will then indicate the student has actually completed the work. Students will return the completed homework to the HYH Center the next day.

Before the day ends the student will return to the Center, get his corrected homework from the previous night and the next homework assignment.

Once a student passes a competency he will no longer be in the HYH program for that skill. If a student needs help with more than one skill, he will continue to receive assignments until all the deficiencies are corrected.

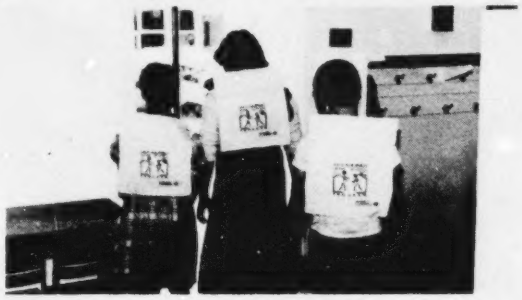
School site clerks undergo intensive inservice training.

What Parents Will Do:

When a student is enrolled in the Help Yourself Home School Program, parents will be required to help. This can be done in two ways:

In PLAN A all that parents will have to do is provide 30 minutes of QUIET TIME for their child to do the Help Yourself Homework assignment. When the student finishes the homework the parent will SIGN THE HOMEWORK to show that it was done at home. Finally, the parent must be sure the homework is returned by the student each day. Parents of all students enrolled in the Help Yourself Home School program must agree to do at least this much.

In PLAN B parents may choose to actually help their children with the Help Yourself Homework assignments. This, of course, is a voluntary plan. Parents who are interested in working with their children on reading, math, or writing assignments will be given special help. Parent workshops are held during the school year.



Students leave at the end of the day with their assignments in their project packs.

What the Teachers Will Do:

Classroom teachers will continue to provide daily instruction in all the skill areas. While the student is working to strengthen the previous year's weaknesses, the teacher will be helping him with the skills he must learn this year.

The teacher will regularly discuss the student's progress on the Help Yourself assignments with the person in charge of that program. It will be the teacher's decision, based on the student's class work and Help Yourself assignments, which will determine if the student is ready to leave the HYH program.

What the HYH Staff Does:

A specially trained clerk will be in charge of the program. The clerk will use the student's competency test results to determine the proper homework assignments. It is the clerk's responsibility to prepare the homework kits each day, correct the work, and keep written records of the student's progress. The clerk will meet with the student's classroom teacher on a regular basis to discuss the student's progress.

Visitation Information

Visitors are welcome at any time,
but we request advanced notice.

Contact: David F. Cooper, Project Director
Modesto City Schools
426 Locust St.
Modesto, CA 95351
(209) 523-1752

SKILLS ACQUISITION CAMP

Office of Tutorial Services
Berkeley Unified School District

Project Director: Norman L. Thompson

"Skills Acquisition Camp" is a project designed to provide disadvantaged students with optimal opportunities to successfully meet the district's proficiency standards.

The students involved are 4-6th grade students and secondary school students whose CTBS test scores place them at or within the first and second quartile. The students are grouped in two separate groups according to their special needs, be they visual-motor integration or perception deficiency.

Program Objectives

The "Skills Acquisition Camp", itself, provides an opportunity for assessment and remediation in an environment that is free of known factors that interfere with disadvantaged children's success in school. Camp Fricot, secluded in the hills of Calaveras County was the site chosen for this unique program. All students spent thirty days at Camp Fricot where they participated in an intensive, innovatively structured program geared toward eradicating their deficiencies in the basic skills.

Program Components

The "Skills Acquisition Camp" has four components: 1)Diagnostic assessment 2)Remediation 3) Self-concept appraisal and 4) Teacher/Parent support system. Each component of the project has objectives to be met, activities to implement and a means of evaluation.

The focus of the diagnostic assessment component was bilateral. Those students who tested out at the second quartile but had poor reading, language comprehension and spelling skills were given visual-perception testing, i.e., Bender Gestalt, Motor-Free Visual Perception Test and the Berry Visual-Motor Integration Test. Those students who scored at the first quartile were given a complete battery of tests, i.e., the Wide Range Achievement Test, the Peabody Individual Achievement Test, as well as the battery of visual-perception tests. In addition, affective measures for self-concept were conducted. As a result of the test batteries, a complete diagnostic/prescriptive individualized profile was developed for each student and learning modalities were identified.

In the remediation component the students were divided into two groups — "A" and "B". Students were selected for their groups based on test outcomes and those students found to have visual perception problems were assigned to group "B". While this group received specialized treatment for visual-motor integration and perception deficiency they also received treatment for reading and math deficiencies. Students assigned to group "A" were those students with poor reading skills and math skills for whatever reasons, and they received special treatment in these subject areas. While the basic program design was consistent for all students, the group "B" students received treatment above and beyond regular remediation assistance. The treatment modality consisted of prescribed curriculum materials geared towards arresting the physiological dysfunction.

The self-concept appraisal component was decided upon since many studies show that students who are well integrated in personality and perception — cognitively and physiologically — function more effectively in their interactions and relations to other students and adults. They are less threatened by difficult tasks, people and situations, and are able to work with others more comfortably. Furthermore, it is purported that black youngsters predisposed to school drop-out are characterized by low self-esteem in all areas that seem to function with self-concept. Camp Fricot is free from typical urban disturbances, distractions and noise pollution. Hence, it provides an ideal environment for self-enhancement through self discovery. The primary focus of this component is to up-grade and enhance student attributes through acquired and reinforced skills, both in the cognitive and affective spheres.

The teacher/parent support system component was designed to reinforce the learning and study skills acquired at camp. Classroom teachers of student participants attended workshops to coordinate classroom and camp intervention strategies. Parents were asked to set aside a certain amount of time each night for reading and discussion activities with their children. Parent workshops were held before and after camp. The workshops provided pre/post counseling on student diagnostic/prescriptive findings, and recommendations. Workshops also included techniques of providing rewards as motivators rather than threats and punishments. In addition to group counseling activities, parents could also receive individual counseling on their children. Parents were also asked to certify that their children were reading to them at least twenty minutes per night. Students then received chips for each reading verification brought in and extra chips for extra work and accomplishments. At the end of the month, chips could be cashed in for prizes. The assumption of this component was that parent support, effort and active involvement can be invaluable in skill acquisition, and the outcomes of their total involvement in this program should reflect in better test scores in reading, writing and math for their children.

Visitation Information

Norman Thompson
Berkeley Unified School District
Tutorial Services, Berkeley High School
2246 Milvia Street
Berkeley, CA 94704
Phone: (415) 644-6836

EARLY ENTRANCE KINDERGARTEN

Noche Buena School
Seaside, California
Monterey Peninsula Unified School District

Project Personnel: Kathy Evans, Jenelle Lindsay
Aide: Mary Vondracek
Superintendent: Dr. James C. Harrison
Assistant Superintendent: Neil Fearn
Director of Special Projects: James L. Mitchell

The Early Entrance Kindergarten Program (EEK) provides an instructional program different from any program currently offered in the MPUSD to children of this age and background. It is unique by: (1) providing a school readiness program for children whose birthdates just missed the four years nine months cut-off age for regular kindergarten; (2) providing the children with highly cognitive oriented readiness learning experiences; and (3) providing a social, academic, cultural and social diversity in a heterogenous grouping of high achieving children and children with significant educational needs.

Philosophy

The development of school readiness skills, language expression, auditory discrimination and social interaction of Early Entrance Kindergarten students is significantly enhanced by early assessment of student needs, positive educational experiences through a strong cognitive program, social experiences and cooperative parent involvement.

The early experiences of EEK students have beneficial long-term effects that can be verified by their school performance during the three school years following enrollment in the program.

Age

Children whose birthdates narrowly preclude their enrollment into regular kindergarten are recognized as in need of an instructional program. The age at the time of enrollment, therefore, governs a child's eligibility to participate in the EEK program. Children must be between the ages of 4.5 and 4.9 as of September 1 of the program year.

Recruitment

Children from all socio-economic levels are encouraged to attend via recruitment practices including distribution of flyers, notice to the media, and contact with schools and social agencies. The staff conducts a recruitment campaign in late spring through late summer to encourage enrollment. Enrollment is voluntary.

Eligibility

Priority placement is given to circumstantially disadvantaged children with consideration given to academic need, language development, social need, and family needs.

Location

The EEK at Noche Buena School is located in a Title I target area with the majority population being Black, Filipino, and Asian.

Present Enrollment

Present enrollment includes children from throughout the entire Monterey Peninsula. The enrollment represents a racial, academic, cultural and social diversity in a heterogeneous grouping of high achieving children and those with significant educational needs. Approximately 80% come from "disadvantaged" backgrounds and the remaining 20% come from "advantaged" home situations.

Despite the requirement that parents must provide transportation, enrollment and attendance are consistently high. A waiting list is maintained.

Assessment

During the first two weeks of school, before instruction begins, an intensive assessment program is conducted. Each child enrolled in the program is given the *Jordan-Massey School Readiness Survey*. This is conducted in a one-to-one environment allowing for close observation of the child and establishment of a warm relationship between the teacher and the child.

The purpose of the assessment is to identify strengths as well as areas of need for each child. Conferences are held with each parent to share input about the child's needs and the instructional program. Other assessments, such as *Distar Math and Language Placement Tests* are administered during the early weeks of instruction.

Post-assessment and conferences are held again in the spring to review progress and to determine regular school placement for the following school year.

An extensive evaluation is in process under the auspices of MPUSD's Director of Evaluation, Lloyd Swanson.

Small group reading instruction.

Instructional Program

Assessment results point out the need for strong programs in the areas of language, math and reading readiness development. EEK is implementing programs which have proven to be effective with bi-lingual children and children with language deficiencies. Particular emphasis is given to symbolic, logical, temporal and spatial relations; seriation and number concepts; and oral vocabulary. These programs provide for entry at different levels depending upon each child's level of concept development and lend themselves to continual re-evaluation of the individual student's progress.

Another particular strand throughout the program encourages a feeling of self-worth and an appreciation for the unique contributions of the individual child. This is enhanced by the multi-

cultural program, the use of career education which emphasizes the development of positive self-concepts and art, music and psycho-motor activities.

The learning centers are an additional vital and integral part of the day allowing a child a close-up, first-hand opportunity to work with supplementary materials.

Children are encouraged to assume responsibility for their actions, to develop a pride in themselves and to express their feelings appropriately.

Writing practice during Lippincott reading time.

Parent Involvement

A parent advisory committee is in operation and assists in choosing and organizing appropriate areas of parent education to be held throughout the year. The parents are encouraged to observe the classroom at least once a month and participate in student activities as often as possible. These experiences provide a partial basis for the frequent conferences held between the parents and teachers. These conferences maintain a close working relationship between the home and school that best serves the needs of each child. Parents are provided a training session in the fall to acquaint them with classroom procedures. At this time they are also provided with materials and suggestions for activities to be used in the home to augment and reinforce language and math development.

Not only are parents widely utilized as daily volunteers but they are also encouraged to take part in the many student/parent activities such as a Thanksgiving Feast, Christmas program, multicultural studies and parent day.

Future Placement

In the spring an in-depth assessment of each child's academic, physical and social development is conducted between the credentialed staff and parent in order to prepare recommendations for placement of each child for the following year. Two alternatives are available; (1) placement for the next fall in a regular kindergarten within the child's school attendance area, (2) placement for the next fall in a regular first grade within the child's regular school attendance area.

These recommendations are then shared in spring conferences with staff and principals of the receiving schools in order to arrive at a mutual agreement regarding final placement. Follow-up conferences are conducted again in the fall to clarify, confirm or revise placement procedures. Only those students demonstrating strong evidence of academic, social and maturational maturity are recommended for placement in the first grade.

Organizational Structure

Two fully-credentialed teachers and one eight hour aide serve two classes of 25 children using team teaching methods. The Director of Elementary Education and Special Projects serves as administrative officer. A district resource teacher provides assistance in project writing and monitoring. The program also receives the benefit of a psychologist, nurse and speech therapist. A district accountant monitors the budget.

Program Length

Programs operate five days a week, Monday through Friday for 180 minutes per day for 175 days a year. Daily attendance begins for students the third week of school to allow the first two weeks for individual testing and conferences.

Multi-cultural awareness. Fun with a pinata during Cinco de Mayo.

Visitation Information

Visitations are welcome at any time as observation rooms are always available. For further information please contact us at:

Early Entrance Kindergarten
Noche Buena School
1450 Elm Street
Seaside, CA 93955

(408) 649-7479
or
Early Entrance Kindergarten
c/o Office of Special Projects
MPUSD
P.O. Box 1031
Monterey, CA 93940

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THE E.A.S.Y. SYSTEM

English Acquisition Secondary Youth
Salinas Union High School District

Project Director: John C. Griffin, Ed. D.

Curriculum Development Specialist: M. A. Sherry, Ed. D.

Support Personnel:

Margaret Martinez, Maria Martinez, Candice McCarthy, Sheila McMahon

Alice Villanueva, Gary Williams, Cathy Zambrano

Vicki B. Ogborn, Minako Watanabe

Naomi Carrance, Elsa Franco, Lito Javier, Rudolpho Perez

Jose Ortiz, Hermie Pontillas, Eric Chisum, Alphanzo Gonzales

English Acquisition Secondary Youth (EASY) was a project developed at Alisal High School in the Salinas Union High School District. Its major concern was the development of English instructional materials for secondary students who had limited or no competence in English. The grant permitted those staff members whose work involves them with the placement, instruction, or supervision of such students to continue to revise field-tested materials and to develop additional ones to support the EASY matrix. More specificly, the grant monies were used to produce materials to support the EASY objectives, to revise materials, to rent a building for the Curriculum Development Center, and to pay two clerical employees.

The initial field testing of materials has indicated that completion of the EASY instructional system will be a service not only for the Salinas High School District, but for many other districts within the state.

When completion of all the instructional materials needed to support EASY have been completed, students with limited or no competency in English will find, as they enter the secondary educational system, a language development instructional system available to them that: diagnoses & prescribes for their learning needs; offers them some graduation proficiencies; incorporates some vocabulary of careers, vocations, and consumer competencies; permits their success in the regular instructional program; and rewards their competence with credit.

Personnel

Teachers who contracted to become writers of English language-learning materials had the help of curriculum development typists and of the Monterey County Youth Corps Youth Incentive Entitlement Project. Students who worked as curriculum development typists, illustrators, and photographers, and laminators, trimmers and collators. Their materials were edited by a curriculum development specialist. The project was supervised by the Director of Special Projects.

The personnel of the district print shop and the graphics department of Monterey County Department of Education contributed their talents in helping us produce decks of cards, gameboards, learning center posters and various other instructional materials.

The compensatory Education Program of this district has been concerned about those secondary student project participants who had limited or no competence in English. Finding a dearth of English instructional materials that recognized and met their specific needs or those of their teachers, the program began developing such materials.

Visitation information

John C. Griffin
Director of Special Projects
Salinas Union High School District
Alisal High School
777 Williams Road
Salinas, CA 93905
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PROJECT DO CARE

Liberty Union High School District

Project Director: Fred Valverde
Project Secretary: Denise Lindsay
Language Skills Resource Teacher: Victor Thornhill
Reading Resource Teacher: Fred Valverde
Classroom Teachers: Victor Thornhill, Robert Russell
Classroom Aides: Eunice Campbell, Sylvia McCormick
Reading Lab Aides: Jo Mendoza, Sheila Nunn, Monica Vance

Historically, most basic skills programs have set limited goals with little direction and usually no theoretical base. Most seem to be basic survival programs ("we have the money, now what shall we do?"). Most programs operate in the following manner: First, students reading levels are assessed through a standardized group-reading inventory. Then commercial materials are purchased, and the students are taught with the new materials.

Normally, little or no consideration is given to diagnosing the strengths and weaknesses of individual students. Also, little or no consideration is given to students' levels of cognitive development, nor is any consideration given to levels of cognitive development required by teachers' assignments.

The program presented by Liberty Union High School incorporates all of these aspects of learning in addition to incorporating these skills across content areas. First, the project has examined the needs of our students. Second, a theoretical framework for curriculum has been adopted. Third, within this framework a systematic approach for teaching basic skills has been developed.

THEORETICAL BASE

French epistomologist Jean Piaget has proposed a theory of cognitive development which has gained wide international acceptance. Piaget describes the normal cognitive development of individuals. He describes how individuals develop from sensori-motor through pre-operations to concrete and formal operations.

Students who enter high school are usually in transition between concrete and formal operations. They have usually developed concrete operations (the ability to classify, seriate, etc. and hypothesize about concrete objects). However, they have not yet developed all of these abilities at the symbolic or abstract level. Most of the students never reach formal operations.

Reading and writing can be both symbolic and abstract experiences. The symbols stand for concrete or hypothetical ideas. They are not the ideas themselves but only represent them. The experience of writing the organization of thoughts and experiences. The experience of reading is the reorganization of the author's thoughts and experiences within this own experiential framework. These two processes require common skills. The problem of poor basic skills becomes a problem of poor cognitive development. It is not a problem of mental capacity but rather a problem of developing that process as it relates to symbolic functioning, i.e. reading and writing.

Dr. Larry Lowery, professor at the University of California at Berkeley (1977), has developed a system of instruction based on Piagetian theory which he calls "horizontal instruction". Horizontal instruction is a process by which students are steeped in cognitive exercise at each's own cognitive levels and then the cognitive skill is applied to higher levels.

For example, classification is a process which individuals need in order to read. It is also a process which an individual develops at concrete operations. Lowery suggests teaching the process at the concrete level, then at the pictorial level, and finally at the symbolic or abstract level; the level of the printed word.

Horizontal instruction has been applied to reading and writing with great success at Liberty. The cognitive or thinking skills which are necessary for success in reading or writing are taught first. Then the student is taught how to apply the thinking skill to reading and to writing in a systematic order, progressing from easier skills to the more difficult, always building on what the student has been taught.

The program at Liberty has been so successful that we now attempt to apply this same form of integrated instruction across all the content areas serving project students. The purpose of the program is to develop an approach to basic skills by first teaching the cognitive (thinking) skills necessary for effective reading, and oral and written expression, then to teach the basic skills necessary for success in school and for success in life, and finally to develop and coordinate the applications of these same thinking, reading and writing skills in all content areas.

COMPONENT DETAILS

Language Arts Resource Teacher

The language arts resource teacher works with the reading resource teacher to provide leadership and direction for the classroom teachers and aides. As well as reacting to individual needs and problems of the teachers and aides, the language arts resource teacher provides on-going in-service, plans and develops curriculum and provides weekly lesson plans for the classroom teachers in both reading and writing.

Reading Resource Teacher

The reading resource teacher supervises the lab pull-out program. In addition to supervising the lab, he diagnoses and plans the individual remediation of each student as well as training the aides.

Classroom Teachers

By yielding to the resource teachers the responsibility of day to day materials development, the classroom teachers are freed to exert their energies toward close monitoring of student achievement. Classroom and resource teacher meet once a week to evaluate instruction and to plan short term and long term objectives.

Classroom Aides

The project invests in aide performance through training and inservice. By recognizing the value of qualified aides, and by fostering their development in teaching, classroom management and record keeping, a new level of professionalism has been attained by the aides in the project. The aides fulfill clerical duties in addition to their primary function as a teacher in the classroom.

RESULTS UPON TARGET PARTICIPANTS

Although results of post testing are not yet available, classroom teachers have noted tremendous improvement in student writing samples. An early indication of the success of the program is the fact that only 9 project students out of a total of 150 failed the writing sample of the district's proficiency test.

SELECTIVE COMMENTS

Thirty six school districts throughout California have already expressed an interest in our project and have been provided with materials and/or inservice. Adoption of the project is being scheduled to begin at two other schools in September.

Visitation information

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INCENTIVE CURRICULUM ENRICHMENT

Marina La Via High School
Monterey Peninsula Unified School District

Principal: Pete Krasa
Program Coordinator: Rick Buonaccorsi
Program Assistant: Vicki Robinson
Superintendent: Dr. James C. Harrison
Assistant Superintendent: Neil Fearn
Director of Special Projects: James L. Mitchell

The project's title, "Incentive Curriculum Enrichment," appropriately reflected its purpose which was to enrich or enhance the curriculum and simultaneously give our ESEA, Title I students an incentive or motivation to learn. The reallocation grant provided the resources necessary to design and implement a creative nontraditional or nonconventional program which emphasized the instruction of basic skills in a motivational delivery system that is closely related to daily life and employment situations. Since the target students have already experienced failure or severe difficulty in the traditional high school environment, and since for most of the students, continuation high school represents their final opportunity to obtain the level of education required for the majority of occupations, an optimum continuation education program and curriculum becomes crucial.

Program Objectives

The project encompassed four distinct components, described below, which were all bound by the commonality of stressing the basic skills.

All ESEA, Title I project participants were to raise their reading, writing, and math skills by significant improvement levels (a minimum of 25%) as measured by the Monterey Peninsula Unified School District proficiency examinations. The students were to also improve their listening and oral expressive capabilities, and their attitudes toward themselves, others, and school, as evidenced through documented staff observations. In addition, the target project participants were expected to attain and then maintain an attendance record of 90% or higher. The students were required to develop application skills so that they could demonstrate the conceptualization of linking applied classroom learning with the application of the basic skills (for example, knowing how to figure out the lowest per unit cost of three different sizes of the same grocery store product). As the final objective, the participants were to identify specific career goals based upon interests, strengths, and visitation and/or employment in the actual marketplace. This would be a result of intensive and extensive exposure to career opportunities.

Program Components

All of the objectives mentioned above were addressed to varying, appropriate degrees in the four major project component areas described below.

1. **Mobile Classroom.** The relatively small size of Marina La Via, coupled with the small student to teacher ratio, made it not only possible but desireable to approach education innovatively. An eight passenger van flexibly and comparatively inexpensively provided the school with a mobile classroom capable of capitalizing upon the myriad of resources which prevail in this locale and which otherwise would lie at the fringe of our grasp. The mobile classroom served as an incentive-based basic skills application program with an emphasis upon serious classroom participation in the improvement of basic skills. In other words, successful classroom efforts led the students to rewarding on-site educational experiences at such places as Hopkins Marine Station (science and oceanography), Monterey Superior Court (the legal process), Cannery Row Businesses (prerequisite common components for running a successful business), and so on (the opportunities are virtually unlimited).

The mobile classroom's major trip for the year was six days at Yosemite Institute. Students prepare wilderness cabin for visit.

For each "classroom trip", on-site learning packets were developed, consisting of not only the instructional units, but pre and post assessments and follow-up activities. Since the "driver" of the mobile classroom is also a teacher, the entire instructional program was professionally coordinated/supplemented with the on-site resource personnel.

All of the objectives listed (writing, math, reading, oral expressive, and application skills, attendance, attitudes, and career awareness) were addressed — each with as great an intensity as appropriate. For example, all participating students were expected to orally express concepts they have learned, respond to questions with essay answers, complete required reading, and so on.

2. **Career Apprenticeships.** Through the routine orientation interviews for new students it was determined that almost all of the students either favored certain occupational areas or were willing to explore others. Career counseling, an integral part of the curriculum, aides both of the groups of students in their preliminary thinking about the future. The career apprenticeship program enabled an individual who, for instance, expressed an interest in law enforcement to serve an apprenticeship at the police department and be paid by the school at the minimum hourly

wage. The arrangement accomplished two primary purposes: First, it created a position for the student which would not ordinarily exist (and in a desired field); and Second, since the school, by the grant, provides the funds, the school stipulated that satisfactory progress toward the proficiencies attainment as delineated in the objectives, be maintained by the participating students in order to retain their jobs. In addition, the employers were formally urged to stress the application of basic skills in their "on the job" training program.

As a point of clarification, in both the mobile classroom/learning excursion and career apprenticeship programs, incentives for achieving expected progress in the objectives area were built into the participation selection process.

Through the I.C.E. grant students were able to visit Moss Landing Marine Lab and use equipment otherwise unavailable to them.

3. **Community Interrelations Board.** Students from the Executive Council of Marina La Via's student body comprise the Community Interrelations Board (C.I.B.) Participating students, both on the management and employee level utilize/learn all of the basic skills as those skills are called for repeatedly in actual daily "life situations". Community agencies, including the school itself, may apply for tasks and projects to be handled or completed by members of the "Board". For example, the C.I.B. donated to the city of Marina the Volunteer Savings Plan (V.S.P.) The student body president presented to the Mayor of Marina 100 student volunteer hours to be used by the city. Not only do the students benefit attitudinally and educationally, but the consequent rapport generated between the community and young adults is an invaluable by-product. Schools and communities operate most effectively, naturally, when working together.
4. **Regular Classroom Application of Skills.** Since its inception some six years ago, Marina La Via has been operating with a minimal instructional budget necessitating the all too frequent use of non-motivational "hand-me-down" materials. Budgetary consideration in this area permitted the staff to more relevantly teach the basic skills in the context of "real" situations. For instance, reading, writing, speaking, and computation skills are taught with materials simulating a bank or grocery store business, etc. Classroom activities are designed to reinforce the mobile classroom experiences.

Demographic Information

Marina La Via is a continuation high school in the city of Marina and within the Monterey Peninsula Unified School District. The enrollment begins at 80 in the fall and reaches a capacity of 120 in the spring with a staff consisting of 1 administrator, 1 secretary, and 6½ teachers. The student population is approximately 50% minority.

Results

Only preliminary evaluative results were available at the time of printing and those were highly encouraging and exciting.

As the project's title Incentive Curriculum Enrichment suggested, the program was intended to provide our students with an incentive to learn as well as enrich the curriculum. The best evaluation of La Via's mobile classroom program comes from two figures. First, 73% of the eligible student body achieved honor door status, meaning that 73% of the students demonstrated excellent attitudes toward their studies and others and produced more than an average of three credits per month ("C" or "D" alternative students). At the beginning of the year, only 10% of the student body reached the honor status. Second, La Via's average daily attendance exceeds 90%. In order to qualify for mobile classroom trips, students must have excellent attendance records and they must be on the honor status.

In addition, the program provided the school with an expansive, innovative, and practical way of learning, not possible solely within the classroom walls.

In conclusion the grant produced invaluable and extensive positive effects upon the attitudes and basic skills achievement levels of our ESEA, Title I project participants, and that condition permeated the entire school.

Visitation Information
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Project Director: Rick Buonaccorsi

A TEACHER TRAINING MODEL FOR BUILDING BETTER COMMUNICATIONS IN BILINGUAL SCHOOLS

Compton Unified School District

Supervisor, Bilingual Education: Dr. Frank Goodman

Project Director: Alan R. Marcus

Facilitator of In-service Workshops: Lotte Marcus

N.Y. Times, June 12, 1978:

"The tapes seem to educate on several levels, increasing comprehension & command of English while bridging some deep racial, cultural & economic divisions. . . ."

Letter March 27, 1979, former Secretary of Treasury, W. Michael Blumenthal:

"I have no doubt that this sort of approach can be very helpful to sensitize people to the use of languages. Anything of this kind which eliminates barriers of understanding among various groups in the society, particularly minorities with cultural and language differences, is a necessary part of improving the conditions of life for all."

For the past 6½ years, English on Wheels (EOW), a Salinas Union High School District Adult Education Program, has attempted to respond to the need for more effective communication between English-speaking and Spanish-speaking residents in bilingual communities by first producing and subsequently testing out — in conjunction with AKTOS, a research media educational entity, three sets of dramatic, experimental videotapes designed to deal with — and diminish — the persistent stereotypes (subliminal as well as verbal) which often prejudice or jeopardize the success of conversations between minority and majority residents in bilingual areas.

The need for more effective communication between English-speaking and Spanish-speaking residents in bilingual communities, e.g. Compton, California, has been long recognized as a crucial prerequisite to a successful implementation of various programs, communal as well as educational, aimed at improving the lot of the linguistically and culturally different.

Goals

The goal of this grant is to foster trust and understanding on both sides of the language barrier among bilingual school districts as follows:

A. By documenting on tape the discoveries, methods, experiences and insights which the utilization of the above-mentioned videotape repertoire at the EOW Center in Salinas has stimulated among both English-speaking and Spanish-speaking participants, and by recording whatever additional responses and discoveries which the extension of this repertoire to a wider area of classes and audiences during the course of this grant may produce.

B. By developing two in-service teaching models, both to be field tested in the Compton Unified School District (CUSD) — to be used as orientation and introduction to the comprehensive video inventory of the illustrative methods and experiences concurrently being developed.

Component Details

1. To create by Feb. 28, 1981 for teacher training and parent orientation, three training and orientation videotapes of lengths varying from 40 to 60 minutes each.

These tapes will focus on various instances of observed miscommunication originating:

a. in the classroom
b. in various institutional settings and
c. during the regular cross-cultural bilingual tape teachings held weekly at the English on Wheels Center, plus various remedies and strategies developed to deal with same.

2. To develop two In-Service Teaching Models — one for Staff and one for Parent Education.

The Staff Training Model (STM) will demonstrate samples of the content of the audience-collaborative repertoire now in use, including bilingual materials intended to accompany it; will demonstrate value deprived from participation in the mixed language video-teaching at the EOW Center; outline possible application of the video-teaching repertoire to the grade school classrooms as part of a pilot cross-cultural teaching program; itemize new content areas not yet included within the already produced video curriculum; devise and administer assessement procedures to evaluate the effectiveness of the above.

The Parent Education Model (PEM) will introduce parents to the different ways they can increase their perceptions into the mutual causes

and responsibilities on the part of both language communities for the often inadequate level of communication between them; facilitate closer cooperation and integration of efforts between parents of Spanish-speaking school children and staff; become acquainted with the use and value to themselves and their children of the video-teaching inventory of methods and experiences being documented; improve their ability to decipher more accurately the language of functionaries in agencies, bureaus, clinics, schools so as to function more autonomously within the majority community; devise and administer assessment procedures to evaluate the effectiveness of the above.

Illustration:

A 20-minute ¾" videotape (in Spanish and in English) is available introducing English on Wheels methods and materials for cost of raw stock only.

SELECTIVE COMMENTS

"I appreciated it very much because it helped me remember all over again that I need to have MORE PATIENCE when dealing with those who have difficulty speaking English. . . ."

". . . we need more of this type of understanding . . . good because it gave us the opportunity to look at ourselves, examine our own feelings and actions towards others. . . ."

". . . did an excellent job of overcoming the 'passive resistance' part of the faculty . . . warm, understanding, and not accusatory . . . for which I'm grateful.

Visitation Information

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Facilitator of In-Service Workshops

Beginning in the spring of 1980 and until the completion of the teacher training tapes the Facilitator, Ms. Lotte Marcus, AKTOS, Box 95, Route 1, Carmel, Ca. (Tel. 1-408-624-6323) will be available as consultant to districts who would like to introduce the Parent Education Model and the Staff Training Model into their districts. By the spring of 1981 a plan for publicizing and distributing to interested (bilingual) school districts state-wide the teacher training videotapes as well as in-service workshops in the use of same will be prepared.

A FILM — TITLE I:
A PERSONAL POINT OF VIEW

Shot through the facilities of Santa Monica Unified School District

Santa Monica Unified School District

Superintendent: Dr. George Caldwell
Assistant Superintendent: Tony Baratta
Supervisor of State and Federal Projects: Rita Esquivel

Written and Directed by Monika E. Henreid
Photographed and Edited by Russell Carpenter
Original Music Composed and Conducted by Mike Price
Production Manager: Michael Gehrman
A Little Red Hen Production

Project Concept

The project that "Little Red Hen" undertook was the production of a film to visually describe Title I. It was a 16mm film made within the half hour television type format. The media of film was chosen because of its emotional power to effectively motivate large numbers of people and clearly explain concepts in an entertaining and artistic manner.

The prospective audience for the film includes: children, parents and teachers attending Back to School Night; new Title I children, parents, teachers and teacher's aides; parents, teachers and administrators attending Title I school meetings and Title I district meetings; PTA-type meetings for non-Title I schools that want/need to apply; and the community in general.

Objectives

The objectives of the film were: to show Title I in action; to stimulate interest in participation; to help new Title I parents understand their feelings toward their own child's development; to help the child understand his/her own feelings toward "extra help"; to assist teachers in counseling parents and children; to assist administrators in counseling teachers and aides; to explain the administration, purpose & function of Title I; to enhance communications between the Federal, State and District levels regarding the programs available; and to show the use of film as a strong and effective communications media.

To meet these objectives the film artistically portrays a happy family with a loving mother, quiet, bright older child and an energetic younger one. A letter from school is received and it states that the younger child has been tested and reads below grade level. This is a shocking revelation and considered as an insult to the family. They feel there must be a mistake. The mother is angry and the child is embarrassed. A possible solution is presented — Title I — but they are unsure what Title I is. A visit is made to the principal's office and the tests are explained. A couple of meetings are conducted and a school tour is taken. An overview of the function & application of Title I is presented. The family participates and discovers the values of Title I. The mother becomes involved and active and her young child *has a chance* to develop his potential.

Visitation Information

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Project Director

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Production Manager
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FAULT TREE ANALYSIS OF TITLE I PROGRAMS

San Diego County Department of Education
Central School, Escondido Union School District
Otis School, National School District

Project Director: Dr. Dave Meaney
San Diego County Department of Education

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Program planning in most Title I schools usually involves the planning of activities which, if successfully implemented, would lead to achievement of a predetermined goal. This approach, however, does not consider possible failures, inhibiters or obstacles which may interfere with program implementation and, ultimately, program success. A program analysis/needs assessment process called "Fault Tree Analysis" which identifies, for elimination, potential program failures, inhibiters, and/or obstacles to success was conducted in two Title I schools.

The "Fault Tree Analysis" process is based on the following rationale for which substantial support exists in the literature on program/management analysis. (1) Failures are not necessarily the opposites of successes. They may be entirely different. Therefore, planning for successes does not necessarily eliminate failures. It is important, then, that some attention be paid to potential failures in any program planning. (2) Those involved in the implementation of a program have knowledge about program failures, inhibiters, and/or obstacles. (3) The "Fault Tree Analysis" process provides a valid and reliable means of identifying, quantifying, prioritizing, and interrelating that knowledge.

Title I Staff examines the "Fault Tree" to see program inhibiters and/or obstacles. The fifty foot computer graphic shows the prioritized listing of program elements to be modified, improved or eliminated for a more successful Title I program.

The "Fault Tree Analysis" conducted at the two Title I schools included the following activities:

Phase I Orientation

An orientation session was conducted to provide an overview of the process and an orientation to failure theory. A major purpose of this activity was to emphasize the fact that identifying failures, inhibiters, and/or obstacles for elimination was a positive and constructive method of ensuring program success.

Phase II Data Gathering

Interviews were then conducted, either individually or in small groups, with teachers, aides, site administrators, central office administrators, parents of Title I students, auxilary staff, support staff, current students, and former students. Input about common Title I program failures, inhibiters, and obstacles was collected from county office staff as well as from State Department of Education Title I staff. During these interviews participants were asked to identify the aspects of the schools' Title I program which could potentially lead to failure, inhibit success, or be an obstacle to successful accomplishment of the Title I program mission.

Title I Students are interviewed to assess their viewpoint on potential failures during the "Fault Tree" analysis process.

Phase III Building of the "Fault Tree"

The data gathered in the interviews were organized and related to each other under the major branches of the "Trees". (Ex: Event "A" could be caused by events "AA", "AB", "AC", or "AD".) These branches included failures, inhibiters, and obstacles related to administration, instructional support services, the curriculum, instructional services, the pupils themselves, and to parent/community school support.

A prototype "Tree" was produced by a computer and validated by representatives of each Title I program. Changes, corrections, and additions were made.

Phase IV Quantification

The final computerized listings of potential program failures, inhibiters, and obstacles was presented to each school. The participants in this phase included teachers, aides, other school and district staff, and parents who expressed the desire to score the statements for prioritizing. This quantification included five separate scores for each potential failure statement, inhibiter, and/or obstacle gathered and clarified in the prior phases. The five scores included (1) rank of importance, (2) percentage of effect of each statement to related events, (3) confidence rating of each rater, (4) frequency rating of occurrence of each event, and (5) a rating of ease of difficulty of correcting the event. The computer then synthesized the ratings, priori-

tized the statements, and printed a final report and graphic for each school.

Phase V Presentation of the "Fault Tree"

The final report and computer graphic of the "Fault Tree" for each school was presented. (One graphic was nearly 50 feet long.) Each graphic showed a tree-like representation of the potential failures, inhibiters, and obstacles to success of the Title I program at each school. Each event was represented by a numerical rating representing the probability of that event inhibiting success. All statements were prioritized and related to other events. A critical path highlighting the statements with the highest significance of probability of causing Title I program failure were identified.

During this last phase, off-setting strategies were presented to the schools as recommendations for avoiding failure and eliminating inhibiters and obstacles in the highest rated portions of the "Fault Tree". Some of these recommendations included minor modification of the programs while others suggested more comprehensive adjustment in certain aspects of the programs.

The data presented to the schools as a result of the process provided program needs assessment information upon which both short- and long-term program modification and planning could be based. This data, along with that from the ongoing success-oriented needs assessment and program planning, provided the schools with needed information to assist them in achieving increased success in their Title I programs. Future analysis of program and student outcomes will provide data as to the impact of this program on student achievement. It is anticipated that as a result of using the "Fault Tree Analysis", the Title I programs at the participating schools will provide increased success for participating Title I students.

The school Title I Staff discusses the findings of the "Fault Tree" analysis and possible program modifications for an improved Title I program.

Visitation Information

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WORK EXPERIENCE ON SITE INSTRUCTION

Pilarcitos High School
Cabrillo Unified School District

Project Director: Dr. Michael D. Gose
Project Consultant: Doris Ward
Project Supervisor: Larry Rogers
Project Implementer: Robert King
Project Facilitators: Natalia Van Vliet, Maria King

This project offers Continuation High School students instruction at their work site. Our primary population thus far has been students working at local horticulture nurseries. Our teaching staff takes the instructional program to the students during or at the conclusion of the work day. This convenience allows students to continue in school despite the economic pressures to work full time. The instructional program stresses the basic proficiency skills of reading, writing, listening, speaking, and computing. Much of the content revolves around the needs of the student at the work place.

Component Details

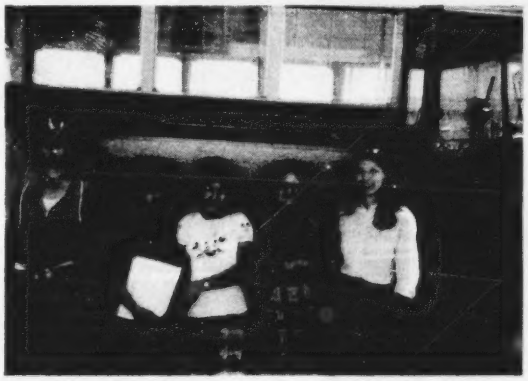
The program is self contained within a renovated school bus that has become a classroom on wheels. The bus (or at locations with only one or two students, the van) visits the work site where the teaching staff offers instruction to the participating students. The employers have been most helpful in the coordination of the students' work and educational responsibilities. The preliminary material covered, especially for limited or non-English speaking students, includes the 100 most commonly needed words or phrases for the job location. A part of the project's goals was to identify this population of words and phrases and transform them into word cards and posters in English, Spanish, and Portuguese. After the students master this basic vocabulary they are initiated into the district's Basic Proficiency Monitoring System which helps students meet the district prescribed proficiency standards. This aspect of the curriculum relies on an individualized program set up with and for each student. The mathematics aspect of the program requires students to master basic arithmetical skills (addition, subtraction, multiplication, division, and the like); the language component emphasizes such skills as reading with comprehension, writing a business letter, filling out applications, etc. The key to the program's success has been the instructional staff's support of students' efforts to learn. Our willingness and capacity to take that instruction to the students' work site verifies and validates that support.

Results

The immediate results have been students mastering basic skills that have heretofore gone unmastered. A secondary result is that a significant number of students who would have been predicted to drop out of school are still in school receiving valuable instruction. Our long term expectations are that these students will continue to be life long learners, will be more likely to continue their formal education, will achieve greater success in the work place because of their enhanced skills.

Selective Comments

The project has been noteworthy because of the unusual cooperation of the students, family, school, and employers in making the program, although still a small one, successful.



Visitation Information

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COMPENSATORY EDUCATION CONSULTANT SERVICES AND COORDINATION PROJECT

Office of The Los Angeles County Superintendent of Schools

Consultant, Compensatory Education Coalition: Ida F. Cate
Consultant, Neglected & Delinquent Program: Barbara Marino

The "Los Angeles County Compensatory Education Consultant Services and Coordination Project" has two major parts.

A: Provision of consultant services, technical assistance and dissemination of information to the 75 districts within the county receiving ESEA Title I funds, and liaison services with State Department of Education personnel. This part of the project is locally referred to as the Coalition. Since the advent of the consolidated application, Coalition activities have helped to maintain the integrity of ESEA Title I compensatory education programs, while assisting school staffs to coordinate them with other programs to provide the best and most comprehensive program possible for the students.

B: Administration and coordination of ESEA Title I, Neglected and Delinquent programs in 21 private institutions in Los Angeles County, exclusive of Los Angeles City, serving 1,100 students.

COMPONENT DETAILS

Compensatory Education Coalition

This component provides consultant services and technical assistance to staff and parents in each district within Los Angeles County that receives compensatory education funding for educationally disadvantaged youth.

Monthly inservice meetings for project directors and others for whom the topic is relevant are scheduled. The purpose of these meetings is to bring to LEA personnel the latest program information, and to provide an opportunity for an inter-district exchange of ideas and expertise. These meetings also provide training for those new to the position and retrain others. Following each meeting, detailed notes are disseminated to every superintendent and project director within the county.

Regional meetings are planned on request or as needed. The Coalition consultant meets frequently with consortium groups as a resource person. Sessions for specific groups are planned, e.g. Program Planning for Secondary Schools.

Consultant services to individual districts are provided as requested. These include technical assistance for district/school personnel; information sessions and workshops for parent groups; and inservice for school level staff members. Assistance is also provided in planning in-service programs for parents, aides, teachers and administrators, with the Coalition staff acting as resource brokers.

Project staff are always available by phone to provide information to whom ever calls. This local resource is part of the linkage that the project facilitates with district, county and SDE staff. It also is a local, easily accessible information source for parents, as well as the community at large, school board trustees and other agencies.

ESEA, Title I, Neglected and Delinquent Program Administration and Coordination Activities include:

Administrative, Technical and Consultative Services

Project staff provide services to participating agencies which support the implementation of individual site programs. The site programs operate with ESEA, Title I Neglected and Delinquent Program funds. The reallocation project funds the administrative, technical and consultative services provided from the Los Angeles County Office to the N & D agency site programs e.g. project development; recruitment, selection and training of site project staff; budget administration; project monitoring; general project coordination and management.

Resource Services

Reallocation project staff serve as information exchange agents and resources for promising educational practices relevant to the needs of institutionalized children and youth. Our staff has made linkages for sharing and communication between agencies, from which an important network of support has developed. Project-wide staff development has provided new and continuing site staff with skills and knowledge specifically applicable to the educational needs of the project population.

Facilitating Services

Reallocation project staff have been successful in developing and maintaining a framework within which independent private agency Title I,N & D programs can have the advantages of the standardized procedures and wide range of resources which the County Office can provide, while each agency also maintains its individually tailored program to meet its unique needs. Another important service is fostering and promoting effective communication and working relationships with and between State Department of Education, County Office and institutional personnel.

Results

Compensatory Education Coalition

Minimum of one contact per month with every district in the county.

- An average of 75 people representing over 50% of the districts attending each monthly inservice meeting.
- Technical assistance by phone with at least 25% of the districts each month.
- Sharing of promising practices, management techniques and project expertise among districts.

All activities focus on assisting those responsible for planning and implementing effective programs to meet the educational needs of the project participants.

ESEA, Title I, N & D Programs

As a result of the reallocation project the number of private agencies participating in Title I Neglected and Delinquent programs has increased from eleven in 1974-75 to twenty-one in 1979-80, thereby more than doubling the number of students who are receiving services.

Evaluation reports show that participating students have consistently met 80 to 90% of site plan objectives from year to year. Site project staff have had a wide variety of opportunities to increase and expand their effectiveness with students. Agency administrators' reports indicate a high degree of satisfaction with the services provided by reallocation project staff.

SELECTIVE COMMENTS

Compensatory Education Coalition

"The teachers, parents and aides . . . were enthusiastic about the inservice training you provided. . . . In addition the workshop for District and School Advisory Committees demonstrated effective consortium inservice practices. . . . Your services are an asset to individual districts . . . and groups of districts". (District Project Director).

"You helped make our Plan Writing Workshop . . . a success" (Staff Development Coordinator).

"Thanks for sharing with our District Advisory Council last week. You answered many of their questions and they expressed to me how beneficial the morning was to them". (Assistant Superintendent).

"We value the Coalition minutes and have established a file for them. It keeps us up to date". (SDE Consultant).

ESEA, Title I, N & D Programs

Comments from administrators of agencies served by the project:

"County office project staff have been more than helpful in helping me to reorganize a mess".

"Service is definitely above average! I am quite happy and satisfied".

"Excellent cooperation and working relationship".

". . . (Project staff) has been instrumental in the establishment of our program this year. The genuine interest in our agency and our children, the constant support and professional guidance were contributing factors to the success of our program. I have found that I can learn a great deal in a relatively short time from the County program administrator. I look forward to next year with eager anticipation".

". . . (Project administrator) is a very good ally to our educational program".

Visitation information

Compensatory Education Coalition

Those wishing to attend Coalition activities call

Ida F. Cate (213) 922-6165.

ESEA, Title I, N & D Programs

For further information on the Administration and Coordination Project, or for visits to Title I Neglected and Delinquent Program sites, call Barbara Marino (213) 922-6174.